EDSP 598  
Education Specialist Roles and Responsibilities ((3 units))

Dr. Jerry Ammer
Thurs: 4–6:50 pm
Jan 28–May 20, 2010
Spring. 2010
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MRH 224A (SOLES Mother Rosalie Hill Hall)

COURSE DESCRIPTION
This is the keystone seminar course for all candidates (mild/moderate, early childhood, and moderate/severe) for the Level II Professional Education Specialist with EL Authorization. The seminar content, projects and contract position practice covers the broad spectrum of roles and responsibilities expected of a special educator. These roles include: authorization as an educator, assessor, instructional design and delivery expert, coteacher and collaborator with teachers and paraeducators, consultant, coordinator, team builder, manager, staff development provider, parent educator and student/parent self-advocacy skill builder. Effective communication skills and techniques for collaborative decision–making, conflict resolution and problem solving are emphasized. Strategies and techniques to support children and youth with special needs and English learners, as well as, their parents at each transition stage of life are investigated. Transition markers include complexity of birth to five challenges for early childhood disabilities educators, as well as, the breadth of transitional phases from elementary to middle and on to high school for mild, moderate and severe disabilities education specialists. Attention to the roles and responsibilities of all education specialists in preparing individuals with special needs and their parents for the transitional demands of adulthood including, independence, employment and support-service options are explored.

Evidenced–Based Competency
Evidence of Level II Education Specialist with EL Authorization competency requires submission of both course-based project artifacts and work-centered evidence of knowledge and skills in practice. Candidates provide a self-reflective commentary that persuasively articulates the impact of their knowledge and skills on actual change in performance of individuals with disabilities. A variety of artifacts (such as video clips, student work, performance charting, working resources used with other professionals and parents) serve as the grounding evidence that supports candidate competency. The course Centerpiece assignments help candidates demonstrate competency in the California Standards for the Level II Education Specialist Credential with EL Authorization as designed in candidate’s individual focused Professional Individual Induction Plan including emphasis on English learners with special education needs.

The IIP, Centerpiece Artifacts and Self-Reflective Commentary are uploaded into the Special Education Program Electronic Portfolio in TaskStream.com.

NOTE: Each candidate is personally responsible for keeping his/her own Special Education E-Portfolio Level II Professional Education Specialist section in TaskStream.com up-to-date. No recommendation for a Level II credential will be authorized until the Special Education Program formally reviews a candidate’s final completed Level II E-folio in TaskStream. No Exceptions will be allowed!

RECOMMENDED CONCURRENT FIELD COURSE:

EDSP 593F Induction (1 unit)
This course involves planning and organizing your Professional Individual Induction Plan for Level II with EL Authorization. You must enroll in 593F within 120 working days of starting a contract with your Level I Education Specialist Credential.

EDSP 598 – Ammer  Printed: 1/25/10
Enrollment in this course requires admission to the Graduate Program of Study in the School of Leadership and Education Sciences. When timing is correct, EDSP 598 is the most supportive course to assist in initial development and management of the Individual Induction Plan. A candidate must be working under a Level I Education Specialist Credential contract before enrollment in EDSP 593F can be approved.

### Course Objectives – Aligned with Candidate Unit & Program Outcomes

#### The SOE Unit
The three School of Education Unit Candidate Outcomes (ACE) provide the framework under which course objectives, course requirements, and the standards linked Centerpiece Artifacts are organized and evaluated as part of the Unit Assessment System. In their Reflective Professional Portfolio, candidates begin to practice the construction of their own assessment system within the role of being a life long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance based evaluate evidence aligned with the National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S), and Dispositions (D) demonstrated throughout course and field experience.

#### The Special Education Program
The Unit Candidate Outcomes (ACE) provide the frame upon which course objectives are aligned with the Council for Exceptional Children Knowledge & Skill Base for All Beginning Special Education Teachers: Common Core & Individualized General Curriculum Content Standards (CEC). The CEC Standards directly parallel the Interstate New Teacher & Assessment Consortium principles (INTASC) and the California Commission Teacher Credentialing: Education Specialist Standards (CCTC).

#### The Professional Reflective Portfolio (PRF)
The portfolio provides a vehicle through which candidates use critical inquiry and self-assessment to develop their skills as life long learners in their chosen profession. The PRF contains all the required Centerpiece artifacts that collectively illustrate the candidate’s body of work that illustrate his or her performance-based competency. These Centerpieces provide the evidence upon which faculty use the Educational Specialist Reflective Professional Portfolio Assessment Rubric to make program recommendations. Recommendations are required prior to enrollment in practicum, applying for a credential, and/or applying for confirmation of a degree. The material in the PRF is organized around the threeUnit Candidate Outcomes (ACE). Under each portion of ACE, the candidate links the ten CEC Standards based Centerpieces with the California State Teacher Performance Expectations Standards (CSTPs).

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here at an Advanced Level II Professional Education Specialist degree of expertise.

#### Outcome I: Academic Excellence & Critical Inquiry and Reflection
Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Identity and discuss current and emerging theories and research relative to best educational practices for students with disabilities ranging from mild to severe impairments and from birth through the school-age years including English learners with concurrent special needs. (K, S) (INTASC 2, 5, 6,7) (CEC 110) (CCTC 13, 14, 15, 19, 20) (CSTP 1, 3, 4)
- Develop a transition plan illustrating the ability to collaborate with other appropriate professionals in the development and implementation of Individualized Transition Plans. (S) (INTASC 1–8, 10) (CEC 9, 10) (CCTC 16, 19, 20) (CSTP 3, 4, 5)
- Discuss and demonstrate how to collaborate with general education teachers, parents, paraprofessionals, related service personnel, administrators, and other community personnel who. Participate in the education of children and youth in their role as IEP participant and service coordinator including English learners with concurrent special needs. (5, D) (INTASC 10) (CEC 9, 10) (CCTC 20) (CSTP 4, 6)
- Engage in simulation exercises involving role-playing to demonstrate group process strategies necessary for collaboration, problem solving and conflict resolution among parents educators, and agency personnel who are integral to the educational process including English learners with concurrent special needs. (S, 1)) (INTASC 10) (CEC 4, 5, 10) (CCTC 1) (CSTP 6)
- Analyze and critique Special Education practice including school or district policies and procedures, service delivery options, roles and responsibilities including English learners with concurrent special needs for program implementation, and utilization of research-based practices to ensure management, planning and placement in alignment with state and federal mandates. (K, S) (NTASC 1–5, 7, 9, 10) (CEC 1–10) (CCTC 13–20) (CSTP 1–6)
- Design and present a staff development workshop, including instructional and evaluation materials integral to the educational process for students with special needs including English learners with concurrent special needs, Present it to class members for peer review. (K, S, D) (LTASC 7, 10) (CEC 3, 7, 10) (CCTC 15, 17, 20) (CSTP 6)

#### Outcome II: Community & Service
Discuss factors that affect all stages of development in the lives of individuals with mild to severe disabilities including English learners with concurrent special needs relative to planning transitional experiences. (K, S) (INTASC 1–8, 10) (CEC 1–10) (CCTC 16) (CSTP 1)

- Discuss the role of the Special Education specialist in facilitating smooth transitions for children and youth and their families across the school age years including English learners with concurrent special needs. (K, S)(INTASC 10) (CEC 10) (CCTC 16, 20) (CSTP 1, 2, 3, 4)
- Develop a file of community resources that will assist children and youth including English learners with concurrent special needs through a transition period within their life cycle. (S) (INTASC 7, 10) (CEC 7, 10) (CCTC 16, 20) (CSTP 6)
- Engage in literature searches in libraries, community agencies, electronically and from other professional agencies to develop resources and skills in helping individuals with special needs including English learners with concurrent special needs to become self-advocates while embellishing their own resources for assisting in transitional planning. (S) (INTASC 3, 10) (CEC 3, 10) (CCTC 15, 16) (CSTP 6)
Outcome III: Ethics, Values and Diversity

• Explain and demonstrate the education specialist role as student and family advocate including English learners with concurrent special needs that promotes choice-making, self-direction and student self-advocacy skills. (S, D) (INTASC 10) (CEC 3, 10) (CCTC 15, 20) (CSTP 6)
• Explain how education specialists serving the moderate/severe populations including English learners with concurrent special needs examine the viability and value of needed accommodations designed to facilitate independent living and productivity. (K, S) (INTASC 2, 34, 7, 10) (CEC 3, 4, 7, 8) (CCTC 16, 18, 19, 20) (CSTP 2, 5)

Textbooks/Readings:

Required Text

Recommended Text (required format for citing references):

A up-to-date resource on APA citation and writing style comes from APA itself located at: http://www.apastyle.org/index.aspx

RECOMMENDED READINGS & WEBSITES SUPPORTING CONTENT AND CENTERPIECE DEVELOPMENT

The breadth of content relevant to the multiple roles of a Level II Education Specialist with EL Authorization is immense. The Individual Induction Plan serves as the professional competency guide that address personal performance-based outcomes tailored collaboratively by the candidate, program advisor and district or agency mentor. Therefore each project and field based artifact will be unique to each candidate. As a fluid personal Level II competency guide, the IIP is reviewed, refined and evaluated through the period between initial enrollments in the program of study until the filing for a Level II Professional Education Specialist Credential with EL Authorization.

CREDENTIAL FILING cannot take place until (a) all coursework is completed, (b) centerpiece artifacts are uploaded into TaskStream, (c) final Special Education Program Assessment of Level II E-Portfolio including final IIP evaluation, and (d) 2 years of teaching with a Level I Education Specialist Credential with EL Authorization has been completed. Note: Time employed as an education specialist intern does not count towards the 2 full years of employment with a level I credential!

To help with the course projects and to help build the Centerpiece artifacts required from the course and actual contract classroom practice the following resources are recommended.

Reference Books:


Recommended Websites:

American Society for Training & Development: http://www.astd.org/astd

Association for Supervision & Curriculum Development (ASCD): http://www.ascd.org/portal/site/ascd/index.jsp/

BankStreat Literacy Guide English Language Learners: http://www.bnkst.edu/literacyguide/ell.html

California Content Standards: http://www.cde.ca.gov/be/st/ss/

California English Language Development Test (CELDT): http://www.cde.ca.gov/ta/tg/el/

CARS+ Goals & Objectives Related to Essential California Content: http://www.carsplus.org/publications.php or The Access Center Improving Outcomes for All Students K-8 http://www.k8accesscenter.org/training_resources/iep.asp

Colorin Colorado: A bilingual site for families & educators of English Language Learners: http://www.colorincolorado.org/educators?gclid=CIX289Dn64wCFSkjhg0dU0Hfzw

Coteaching http://www.geocities.com/Athens/Styx/7315/subjects/coteaching.html

English Language Development Related to English Language Acquisition English Learner Development (ELD) Proficiency Levels (The Access Center Improving Outcomes for All Students K-8): http://www.k8accesscenter.org/documents/iep/EnglishLanguageDevelopmentStandards.pdf

English Language Development Standards for California Public Schools Kindergarten through grade twelve: http://www.cde.ca.gov/re/pn/fd/documents/englangdev_stnd.pdf

IRIS Center Peabody University: http://iris.peabody.vanderbilt.edu/

National Council of Teachers of English: Elementary English Language Learner: http://www.ncte.org/collections/elemell

Put Reading First: Kindergarten Through Grade 3: http://www.nifl.gov/partnershipforreading/publications/reading_first1.html

National Staff Development and Training Association: http://nsdtta.aphsa.org/

Reading Rockets: Launching Young Readers: http://www.readingrockets.org/


UsingEnglish.com: http://www.usingenglish.com/
Internet Course Supports

**USD INTERNET/E–MAIL ACCESS ACCOUNT**

Creating USD Internet Access Account: Go to https://my.sandiego.edu. Then on the first page bottom left you will see the options “Open an account (Student). When this page opens you will be guided through the self-creation of a USD Internet account. You will be asked for your USD ID number (7 digits), your last four digits of your social security number and your date of birth. Please make sure you enter in the information with the correct format as listed on the screen. You will then be asked to enter in your two-digit graduation year. This two-digit year will be part of your user name for your email account. Once you choose your email username, you will be asked to create a password. After you have finished creating your password and select next, your account will be successfully created and you will then be brought back to the main page. You should see a message stating you have successfully created your account at the top or bottom of the page and they will list again the username you chose for your email account. You can close your browser window at this time.

Activation Wait Time: Once your email account has been created, you will need to wait at least 24 hours before you can access your account for the first time. You will be able to check e-mail, grades, class schedules and more through the USD portal at https://my.sandiego.edu.

**TASKSTREAM E-PORTFOLIO** [http://www.taskstream.com](http://www.taskstream.com)

Rationale: As part of the candidate performance-based outcomes required by NCATE and CEC, each candidate must produce standards based projects that clearly demonstrate knowledge, skills and disposition development in the professional field of study.

Subscription: You are required to subscribe to TaskStream.¹ The cost for this subscription for higher education students is as follows:

- $25/semester;
- $39/year;
- $65/2 years;
- $85/3 years or $99/4 years.

Components Product: TaskStream offers a set of web-based tools for teacher education programs. It provides you with instructional design instruments such as Unit Builder, Lesson Builder, Standard Management and Rubric Wizards. The Web Folio Builder provides you with a mechanism to create, organize and share electronic portfolios that demonstrate standards compliance. You can submit work for review and evaluation, receive feedback from instructors and create standards lessons and units.

Special Education Program Support: Your advisor and the Coordinator of the Special Education Program will keep you abreast to this requirement and work with you throughout your program of study. REMEMBER: Talk to these individuals regularly. Waiting until you want to apply for a Level II Credential will delay your approval!

¹ TaskStream is located at [http://www.TaskStream.com](http://www.TaskStream.com) click on subscribe and choose payment and time period. Be sure to identify USD as your school!
SPECIAL EDUCATION E-PORTFOLIO COURSE RELATED REQUIREMENTS:
In addition to course based performance evaluation by the course instructor, the Centerpieces identified in this course and EDSP 593F Individual Induction Plan are part of the performance-based products that will be included in your Reflective Professional Portfolio. Rules for loading Level II Centerpiece Artifacts into the Special Education E-Portfolio in TaskStream.com are included in that portfolio. The case sensitive author self-enrollment is listed here.

CODE: S5ABSY

CREDENTIAL PROGRAM DOCUMENTATION
Policies & procedures are updated in the latest academic year version of the Special Education Credential & Graduate Handbook. A CD version of the handbooks is provided to candidates the semester they enter the Level II Credential Program of Study. The handbook is also available via the University of San Diego portal (mailto:https://my.sandiego.edu). Search SOLES Graduate Programs • Learning & Teaching • Graduate Handbooks.

Level II Education Specialist Program Assessment Document:
All Level II Credential Assessment is completed via TaskStream.com. The Special Education E-Portfolio (self-enrollment CODE: S5ABSY) Lvl II EFOLIO. The components include: Lvl II Prog Study, Lvl II Efolio Reflection Commentary, Lvl II Standards, Lvl II Fnl Commentary, Level II CSTPs & Lvl II Sum Assess.

Level II Summative Assessment Document to be Completed:
- Professional Individual Induction Plan Based on CSTPs Level II Professional Education Specialist Credential with EL Authorization
- Individual Induction Plan Based on CA Standards for the Teaching Profession Rubric Guidelines (Appendix E: Evaluation Document)

COURSE REQUIREMENTS. EXPANDED DETAILS AND REQUIREMENTS FOR EACH ARTIFACT ARE DELINEATED ON THE TASK SPECIFIC ASSIGNMENT SHEETS HANDED OUT IN CLASS AND IN BOTH THE WEBCT ASSIGNMENT SECTION FOR THIS COURSE AND THE TASKSTREAM CEC STANDARD WHERE APPROPRIATE. MORE ABOUT THIS IN CLASS.
Course requirements are built around advanced skill demonstration of the professional standards of the Council for Exceptional Children Common Core and Individualized General Curriculum Standards and the California Commission on Teacher Credentialing Standards and English Language Learners with special needs students (approved July 2007). In addition requirements meet the Learning & Teaching and School of Education overarching program themes and standards. As a degree grounded course the requirements also emulate the University of San Diego scholarly expectations for students. The requirements provide an opportunity for candidate’s to demonstrate ongoing growth towards becoming a credentialed teacher. These requirements also provide opportunity for degree candidates to demonstrate their scholarly development. Each individual in relationship to the stated course requirements bases grade assignment on the quality of the demonstrated performance. The CEC Standards Based Rubric and the IIP Rubric Guidelines listed below inform the depth of completeness required in each assignment and delineates the evaluation criteria against which both the course level (instructor) and program review level (Special Education Program Faculty) evaluation will be undertaken.

COMMUNITY OF PROFESSIONAL SCHOLARS EXCHANGE

| 1 | Readings/Evidence Based Practice Reports | In class presentations and project design 5 |
| Online Discussion Group Project design, discussion and response to team members 10 |

A variety of readings will be assigned to support class discussions. The readings are considered necessary to participation in this class, which is based on a seminar format. Readings focus on instructional practices and roles and responsibilities of an Education Specialist in terms of assessment, core curriculum adaptations and collaborative/consultation for working with special needs students and English learners with special needs from birth to adulthood. More about this assignment in class and in the appropriate sections of the course WebCT site.
In-class Discussion: Students are expected to come to class prepared to discuss their investigations. Students are required to discuss topic areas based on text, assigned and self-selected professional journal articles and policies and procedures mandated by federal and state law. Frequent group collaboration exchanges and artifact development will occur in class.

WebCT Discussion Board: Portions of this class are delivered online via WebCT. The required elements will fall under the Discussion Board Chat Rooms, Learning Modules and Assignment Drop Box. Students are required to complete a set number of responses to prompts and peer exchanges. These activities embellish upon class activities and provide candidates with flexibility of time restraints due to teaching responsibilities.

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<tr>
<th>SYSTEMS ANALYSIS PROJECTS</th>
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<tr>
<td>2 Toolkit Level II Worksite, Community &amp; WebLinks Support Bank</td>
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The concept of a data resource bank for you as an Education Specialist with EL Authorization is a continuation from the initial starter toolkit projects in the Level I Program. Candidates, who did not complete Level I Education Specialist program at USD, should review the Candidate Toolkit Guidelines. Continuing advanced level graduate students are also encouraged to review the guidelines.

- **CANDIDATE TOOLKIT GUIDELINES Candidate Toolkit: Special Education & English Language Learner Resources**
- **Toolkit Level II Worksite, Community & WebLinks Support Bank (school, home & community)** [Appendix

The resource required to be investigated and included in this toolkit are age/grade and credential specific (B-5 or P-12; in the areas of early childhood disabilities, mild/moderate disabilities or moderate/severe disabilities. The resources should include local, regional, state specific, national, and outreach organizations for parents, educators, and students. This is closely aligned with the CFASTER and BTSA Resource Evidence Databases required for induction in different school districts. **Handout delineating specifics of task will be distributed in class and appear in the WebCT Assignment Drop box.**

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<th>3 Systems Analysis Project</th>
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Students will use the **Toolkit Level II Worksite, Community & WebLinks Support Bank (school, home & community)** databank resources from assignment two to investigation and identify system structures, policies, procedures and organization charts to map a conflict resolution action plan. Some of the system elements that should be searched include: school, district, or a Special Education Local Plan Area (SELPA) policy, procedures, or practice and local, regional, state and national laws, policies, procedures and regulations. (These elements are frequently required as part of the induction plan data collection in the BTSA program a school or agency follows. The district mentor can provide this information for a new contract employee). Each candidate must tailor the resources and system analysis to specifically relate to the age group and credential working towards: early childhood, mild/moderate or moderate/severe with EL authorization.

Identify and specify the specific conflict issue(s). Then ascertain what practice, failure to implement practice, or lack of knowledge or access to policies, procedures or system elements are hindering or confusing the resolution. Put in observable and measurable terms the specifics that are resulting in an issue or conflict that negatively impacted a child or family. Roles and responsibilities of all parties relative to the issue or conflict are the focus of this investigation including system analysis in light of the needs of English learners with concurrent special needs. **Handout delineating specifics of task will be distributed in class and appear in the WebCT Assignment Drop box.**

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<th>4 Staff Development Project</th>
<th>Collaborative Project 15 Individual Project 20</th>
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Students will design and present a staff development workshop on an agreed upon topic geared toward a particular area of expertise that the candidate has chosen to develop. Specific instructions for the Staff Development Workshop will be given in class. Needs Assessment, planning and delivery of the project must include English learners with concurrent special needs. Staff development criterion and contend should be grounded in CA Core Content Standards instruction and student learning for
individuals with special needs as well as English learners with concurrent special needs. **Handout delineating specifics of task will be distributed in class and appear in the WebCT Assignment Drop box.**

| 5 | Literacy Project Standard 19: Special Education & EL [Required of early childhood and moderate to severe disabilities candidates. Mild to Moderate Level II Candidates complete these requirements in EDSP 596 & EDSP596F.] | 5 |

The artifacts and delivery product for this assignment are tailored to meet the literacy demands of appropriate to the credential area. Each candidate works with the instructor to personalize this assignment in alignment with CCTC Level II Education Specialist with English Language Authorization mandates and his or her personal Professional Individual Induction Plan. The final centerpiece must clearly demonstrate all requirements in the USD Special Education Program Approved CCTC Document of 2007. Grading within each assignment will be assigned based on candidate treading of English learner specific adjustments, differentiated instruction and resource development throughout their various submissions. Grading will be weighed based on depth, breadth and evidence citation of effectiveness of English Learner performance maximization strategies tressed throughout the artifacts The list below outlines examples of English learner factors that should be treaded across the assignments. The 5 points for this project are drawn from the breadth and depth of inclusion of specific English learner strategies and attention within each of the other assignments For example a specific task is identified in task two within **Assignment 6. Handout delineating specifics of task will be distributed in class and appear in the WebCT Assignment Drop box.**

**All Candidates (mild to moderate; early childhood; & moderate to severe):**

- Assignment Alignment Skill Demonstration Reading Instruction Competency Assessment Embedded Signature Assignment & EVALUATION RUBRIC
- Practicum Guide Teaching Credential Candidate: Embedded Signature Assignment Skill Demonstration Alignment with CA Reading & Language Arts Standards.

**Functional Skill Planning, Delivery & Assessment** (moderate to severe candidates)

- Lesson Template SPED & ELL Guidelines
- Standards Based Lesson Plan SPED & ELL Rubric
- SPED & ELL Unit Template
- Unit Plan SPED & ELL Rubric

**Family Support System & Preschool Differential Instruction Language Acquisition & Literacy Plan (early childhood candidates)**

- Lesson Template SPED & ELL Guidelines
- Standards Based Lesson Plan SPED & ELL Rubric
- Individualized Family Assistance Instructional Guide
- Preschool Lesson Plan (based on Standards Based Lesson Plan SPED & ELL Rubric)
- Literacy Lesson Plan Differential Instruction for Preschooler and English Language Learners

| 6 | Transition Plan Project (Preschool to kindergarten; High School to Adult: College, Career, &/or Adult Living Arrangements) | 15 |

Students will complete a Transition Plan Project that will focus on an agreed upon age group; that is, infant preschool, elementary, middle school, high school. A community resource file will be incorporated as part of the project including resources for English learners with concurrent special needs. Specific instructions for the project will be given in class. **Handout delineating specifics of task will be distributed in class and appear in the WebCT Assignment Drop box.**

| 7 | Self-Designed Individualized Specialization IIP Standard 19 Enhancement Alignment Performance of Students with Special Needs and English Learners Serving within Credential Area Demonstrating Competency Outcome as Evidenced by P-12 Student Academic and Social Gains. | P/F |

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2 Mild to Moderate Candidates complete the lesson/unit portion of this assignment in EDSP 596 & EDSP 596F.
Review the CCTC Standard 19 Performance Outcome Expectations for a Level II Professional Education Specialist. Based on your self-analysis of your emerging knowledge, understanding and skills competencies as a Level II Education Specialist with EL Authorization Credential Candidate, work with your instructor to gather and prepare electronic archiving evidence that is directly linked to your contract position. That would be the education specialist area (early childhood, mild/moderate or moderate/severe and specific aspect of a special need student with EL needs) where you are refining your teaching craft. The task, design and submission type (video, paper, student plan document, family support plan etc that will demonstrate your learning and effort) is negotiated with the instructor along with consultation from the Program Advisor and District/Agency Mentor. This portion of the EDSP 598 & 593F of the Level II Credential Program must be incorporated into your TaskStream Special Education Portfolio prior to final portfolio evaluation for a recommendation to CCTC for a Level II Credential.

**Attendance and Class Participation**
A significant amount of information will be covered in this course, therefore, regular attendance and active positive participation throughout all sessions is expected and required. Grades will be negatively impacted by poor participation and/or unexcused absences.

**Students with disabilities**
Students with disabilities who believe that they may need accommodations in the classroom are encouraged to contact Disability Services in Serra Hall 300 (260-4655) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**Grade Criteria**

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<th>A- = 92%</th>
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<td>B = 85–90%</td>
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<td>C- = 77 – 82%</td>
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<td>D- = 70%</td>
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**ASSIGNMENT & PERCENTAGE DISTRIBUTION**

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Total Percentage Points 100

Note: A grade of B or above must be achieved for coursework to count towards a credential or professional development degree.

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the
instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Dean of the School of Education.